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Attention is given to the study performed in the Detroit school system in 1962 concerned with the relationship between age and grade of students throughout the system with special regard to those who were over-age for their classes. Findings were compared with a similar study performed in 1939. Interpretations, considerations, and recommendations for improvement of the situation are offered.

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An Age-Grade Study That Was Not Filed and Forgotten

Detroit, Mich

(Paper presented at the 1964 Annual Meeting of the American Educational Research Association by George W. Jacobs, principal investigator, with Robert S. Lankton, Director, Research Department, Detroit Public Schools)

Research in Detroit revealed facts about the age distribution of pupils in each grade. The facts are of the same type as have been shown in age-grade studies elsewhere. Detroit, however, had the facts reviewed by a committee of specialists, which considered the implications and interpretations of the data and made a report to a larger age-grade study committee. This committee, in turn, made recommendations for changes in school policies and procedures. The facts that most of these recommendations are being implemented and that the others are under consideration indicate that even age-grade studies are not sterile when research takes leadership in going beyond the issuance of findings. Public school research, to be productive, needs to be presented in such a manner as to lead to action.

(The remainder of this report consists of portions of the report issued to Dr. Samuel M. Brownell, Superintendent, Detroit Public Schools.)

On January 30, 1962, the Superintendent appointed an Age-Grade Study Committee to study the feasibility of making an Age-Grade Study in 1962. They recommended that an extended Age-Grade Progress survey be made, with the collection of additional data which would be the basis for the establishment of a permanent, centrally located system of student records on key punched cards, and would be the basis for other research studies.

Such an extended study was found to be not feasible at this time, and the Research Department was instructed to conduct an Age-Grade Study. Pursuant to this directive, the Research Department created forms for the collection of data on the age-grade status of all pupils enrolled in regularly graded and ungraded special classes, as of September 28, 1962. These forms were filled out by the principals of all schools and returned to the Research Department.

The data collected were placed on key punched cards and processed by the Data Processing Department to give school, district, and city reports of the numbers and percentages of boys and of girls who were normalage and in one-half year intervals of underageness and overageness for their grades. These machine printed reports were analyzed by the Research Department and comparisons made with the data collected in Detroit in 1939 and with data collected in other cities. The results of these analyses were issued in the form of four reports.

The four reports were studied by the Age-Grade Committee and by other special committees convened for the purpose, and interpretive reports were issued. The final report, "Review of Age-Grade Status of Detroit Pupils--Age-Grade Report Number 5" gives summaries and interpretations of the facts reported in Reports 1-4, and those possible actions considered by the committee in making its recommendations to the Superintendent's Executive Staff.

ED001029

February 20, 1964

SUBJECT: Reports and Recommendations of the Age-Grade Study Committee

FROM : Age-Grade Study Committee; George H. Baker, Chairman

TO : S. M. Brownell, Superintendent of Schools

DATE : 7 October 1963

Enclosed are the age-grade studies prepared by the Research Department under the guidance of the Age-Grade Study Committee. Your special attention is called to Report Number 5, "Review of Age-Grade Status of Detroit Pupils," which gives summaries and interpretations of the more fully documented Reports 1, 2, 3, and 4. Also included in Report 5 are possible courses of action considered by the committee.

Highlights of the report, briefly summarized, show that--

During the past 40 years there has been a steady trend toward more homogeneity in age at each grade level. Comparisons of data collected in 1962 with those collected in 1939, when the last previous city-wide age-grade study was made, show that today's elementary and junior high school pupils are from one to two months younger than those of 1939. While the mean ages of pupils in grade 12 are the same as in 1939, the ranges of ages in all grades are smaller now than they were in 1939.

The percentages of pupils who were two or more years overage have dropped from 4.2 percent in 1939 to 1.5 percent in 1962. However, there were still 3376 pupils--1481 elementary pupils, 1075 junior high school pupils, and 820 senior high school pupils--who were two or more years overage in 1962.

Both the 1962 and the 1939 studies show that greater percentages of overage pupils are found in the smaller September "A" half grades than in the larger, September "B" half grades. The concentration of overage pupils in the smaller half grades is chiefly due to the greater numbers of pupils enrolling in grade 1B in September than in February every year.

The effect of the summer school program in reducing the incidence of overageness is suggested by the fact that the peak of overageness appeared at grade 9 in 1939 and at grade 5 in 1962. The summer school program in 1939 included grades 9-12; in 1962, grades 5-12.

Larger percentages of boys than of girls were overage for their grades in both 1962 and 1939, although the differences in percentages of overage boys and of overage girls were slightly smaller in 1962. Thirty-four percent of the boys and 22 percent of the girls were overage in 1939, as compared with 24 and 13 percents in 1962.

The committee makes two groups of recommendations as a result of its study of these reports. The first group of recommendations are those of high priority which need immediate executive consideration if they are to be implemented by action this year. The second group contains those recommendations which are hardly less important but should, because of present conditions, be considered as longer range objectives.

I. The committee recommends for immediate executive consideration and action:

A. That principals urge their teachers and counselors to make continuous case studies of pupils who are extremely overage for their grades. (Suggested guides to aid in such studies are given as supplemental material to Report Number 5. See pages 10 and 11.)

B. That reports be made by principals to their District Administrators, at the end of each school year, of the case studies conducted and of the steps taken to achieve the optimum adjustment in school of the pupils who were subjects of the studies. (As a biproduct of these studies, the principals' reports can supply a continuous inventory of pupils who are two or more years overage, can suggest the causes of overageness, and can show progress made in meeting the problem of extreme overageness. A suggested form for making the principal's report is given as supplemental material to Report Number 5. See pages 12 and 13.)

C. That reclassification be used as one of the means of achieving better school adjustment of those overage pupils whose standardized test scores indicate that they could perform with a fair degree of success in a higher grade.

D. That the school system make a progressive shift to an organization based on annual admissions and promotions, beginning with grade 1 in September, 1964. This recommendation is in accord with Recommendations Numbers 5 and 30 of the Citizens' Advisory Committee.

E. That the summer school program in June, 1964, be extended, on a self-supporting basis, to include grade 4.

F. That steps be initiated to adjust the school program in each school and in the city as a whole more equally to the needs, interests, and abilities of boys as well as those of girls.

II. The committee recommends for executive consideration and for action as soon as feasible--

A. That the summer school program be made available to more pupils through the reduction or elimination of tuition charges when money becomes available for such services.

B. That provision be made for earlier identification of mentally retarded children and for their earlier placement in special classes.

C. That a decision be made as to whether the schools should continue the trend of promotional practices which result in more homogeneity of age within each grade or stress more rigid standards of academic achievement, which will result in less homogeneity in age, and more homogeneity in ability and achievement within each grade.

The committee discussed but made no recommendations on the other considerations listed in Report Number 5.

Detroit
Public
Schools

Research
Department
27 September 1963

Review of Age-Grade Status of Detroit Pupils

Age-Grade Report--Number 5

Summaries, Interpretations, and Considerations Based on Reports 1, 2, 3, and 4

This report, Number 5 of the Age-Grade Study of September, 1962, summarizes the findings and the interpretations of the previous four reports and the possible actions considered by the Age-Grade Study Committee in making its recommendations to the Superintendent's Executive Staff. The data on which the findings are based are reported in more detail in Reports 1, 2, 3, and 4. In addition to the data tabulated in these reports, there are on file in the Research Department data on the age-grade status of pupils in each school and each administrative district.

I. Review of Report Number 1--Age-Status of Pupils in Nongraded Classes and Trade Schools

A. Summary

1. 17,162 pupils, approximately 6 percent of the total school enrollment in grades 1-12, were in special education, nongraded, or trade school classes. Of these pupils, 11,054 were boys, 6,059 were girls, and 49 were unclassified by sex.

2. In classes for the physically disabled, there seem to be disproportionately large numbers of boys in classes for the blind and partially seeing, and in classes for tubercular, for deaf, and for orthopedic pupils.

3. In classes for the mentally retarded, boys outnumbered girls in a ratio of 26 to 10.

4. While the different types of classes are supposedly composed of pupils within specified age ranges, there was much overlapping of age ranges in all types of classes for the mentally retarded.

5. Girls outnumbered boys in classes for the foreign born, but greater numbers of boys than of girls were in job upgrading and post graduate classes.

6. In nongraded primary classes, the age range of the boys was considerably greater than that of girls, and there were more boys than girls in these classes.

7. In reading readiness classes, boys outnumbered girls in a ratio of more than 14 to 10, although the age ranges of boys and of girls were equal.

8. Some districts had many reading readiness classes, while others had very few.

B. Interpretations

1. Studies elsewhere have shown more serious eye defects among boys than among girls. Some of the disparity among numbers of boys and girls in classes for visual disabilities is to be expected.

2. Studies elsewhere have shown that, as measured by intelligence tests, more boys than girls are classified both as gifted and as mentally retarded. Also, because of shortage of diagnosticians, the potentially retarded pupils who have problems--more often boys than girls--are those first referred to the diagnostician. There is a waiting list of over 1,000 pupils for placement in special classes for the mentally retarded. Overlapping of pupils at different ages in classes that should be homogeneous is caused by the lack of the more expensive types of equipment and facilities required for older boys in their special classes. Thus, some pupils who should be in classes comprised of older pupils are retained in classes with younger pupils.

3. Post graduate and job upgrading classes attract more boys than girls because of the higher employability of girls in the 17-19 year age range, the fact that girls get married younger, and unemployed girls are of more use around the home.

4. The greater numbers of boys than of girls in nongraded primary and reading readiness classes and the greater numbers of overage boys in nongraded primary classes may be ascribed to several causes:

   a. Faster rate of maturation of girls

   b. A matriarchal system in primary education which is more favorable to girls than to boys

   c. School activities more patterned to fit the interests and activities of girls than of boys.

C. Considerations

1. Conduct an educational campaign directed to parents (and some administrators) to remove possible "stigma" attached to attendance in classes for the physically disabled.

2. Increase number of diagnosticians so that referrals may be acted on more quickly.

3. Provide for earlier identification of mentally retarded children and for their earlier placement in special classes.

4. Increase the number of classes for the mentally retarded so that the waiting list for such classes may be reduced.

5. Provide more facilities for the training of older mentally retarded boys.

6. Investigate to see if the reading readiness program should be extended to include more schools.

7. Provide for the inclusion of reading readiness activities in kindergarten and first grade classes, as well as in special reading readiness classes.

8. Conduct an educational campaign directed to help parents understand that attendance in reading readiness classes is for the benefit of the child and not evidence of mental retardation.

9. Conduct evaluation to help in the consideration of a possible extension or reduction of the nongraded primary organization.

II. Review of Report Number 2--Age-Grade Status of Pupils in Graded Classes

A. Summary

1. There were 1,481 pupils in elementary grades, 1,075 in the junior high grades, and 820 in the senior high grades who were two or more years overage. These 3,376 pupils comprised about 1.5 percent of the total school population, grades 1-12.

2. The percentage of overage pupils in the smaller half grades (the fall semester "A" grades) was about 50 percent greater than the percentage of overage pupils in the larger "B" half grades. The mean scholastic aptitude and mean achievements of the pupils in the "A" half grades were lower than those of the "B" half grades.

3. The percentage of overage pupils increased from grade to grade in the first four grades, remained relatively constant in grades 5 through 11, and decreased in grade 12.

4. Some administrative districts had greater percentages of overage pupils than others.

5. The percentages of the total school population in the high school grades differed from district to district. In general, the districts having the greater percentages of overage pupils had the lower percentages of pupils enrolled in the high school grades.

6. The percentages of underage pupils in grades 1 through 5 were relatively small (0 to 3 percent), but the percentages were greater (4 to 13 percent) in grades 6 through 12.

B. Interpretations

1. While some overageness may be caused by the transfer into Detroit of overage pupils from other school systems, or by pupils' temporary "dropout" and return to school, the chief cause of overageness is failure to progress regularly from grade to grade; i.e., nonpromotion.

2. Other studies have shown that the overage pupil who has failed one or more grades is a potential "dropout."

3. The disparity in percentages of overageness of "B" and "A" half grades is largely due to the fact that the original enrollment in grade 1B in September is about 40 percent greater than the original enrollment in grade 1B in February. Thus the smaller groups gain through nonpromotions greater percentages of pupils than they lose.

4. The greater percentages of overage and less able pupils in the "A" half grades result in a disadvantage to the pupils of normalage and average ability in these half grades.

5. The fact that percentages of overage pupils did not increase appreciably from grade to grade after grade 5 is probably due to the effect of the summer school program. The increases of percentages of overage pupils in grades 1 through 5 were probably due to nonpromotions which cannot be made up through summer school attendance.

6. The fact that percentages of overage pupils were smaller in the high school grades may be due in part to the fact that overage pupils past the age of compulsory school attendance tend to leave school before graduation.

7. The relatively high percentages of underage pupils beginning in grade 5 may be ascribed to two factors:

   a. The increased opportunities to become accelerated in grade progress through summer school attendance and double promotion

   b. Less rigid enforcement before 1957 of age requirements for entrance into grade 1B.

C. Considerations

1. Begin immediately, continuous case studies of pupils who are two or more years overage, with the objective of taking steps for the optimum adjustment of these pupils in the schools.

2. Investigate the causes of overageness and the adjustments which can be made for the benefit of overage pupils.

3. Attempt to reduce the disparity in overageness between the "B" and "A" half grades through a change to the annual admission and promotion plan. Such a change could be initiated for the pupils entering grade 1 in September, 1964, and continued progressively with one grade each year thereafter.

4. Continue and expand such projects as the Great Cities Project.

5. Continue the experiment with the nongraded plan of class organization, and evaluate its effectiveness.

6. Decide whether the schools should continue to follow the present trend toward "social promotion," which results in more homogeneity in age and less in ability and achievement within each grade, or follow a policy of promotion based more on academic achievement, which results in less homogeneity in age and more homogeneity in ability and achievement.

7. Study the costs per student hour for a pupil to make up failure or become accelerated by summer school attendance, with special attention to the saving or loss to the Board of Education resulting from the summer school program.

8. Extend the summer school program, on a self-supporting basis, to lower grade levels.

9. Make summer school available to more pupils through a reduction or the elimination of tuition charges if money becomes available for such services.

10. Double promote some overage children whose standardized test scores indicate good achievement for their grade.

11. Identify overage high school pupils who are retarded in grade progress and give special attention to these pupils to prevent their leaving school before graduation.

12. Develop special curriculums and techniques to meet the needs of pupils who cannot be held in school by the present curriculums and techniques.

III. Review of Report Number 3--Age-Grade Status of Detroit Pupils in 1962 Compared with That of Pupils in Other Cities and at Other Times

A. Summary

1. Four percent of Detroit pupils in grades 1-12 were underage as compared with 5 percent in Chicago.

    a. In Detroit the percentage of underage pupils was less than .5 in grade 1; in Chicago, 1 percent.

    b. The percentages of underage pupils in Chicago, grade 11 and grade 12 were 13 and 17 as compared with Detroit's 10 percent for both grade 11 and grade 12.

2. About 1 percent more Detroit than Chicago pupils were overage in the elementary grades; the percentages were equal in grades 7 and 8, but Chicago had much lower percentages of overage pupils in the high school grades.

3. Twenty percent of the Detroit school population in grades 1-12 were enrolled in the senior high school grades; the corresponding figure for Chicago was 17 percent.

4. Because of differences in organizational structure, the age-grade data of Cleveland pupils should be compared with those of Detroit and Chicago pupils only for the enrollments in grades 4-12. When comparisons were made for these grades, the percentages of normalage pupils in Detroit and Cleveland were equal, but there were 3 percent fewer underage pupils and 3 percent more overage pupils in Cleveland than in Detroit.

5. There were lower percentages of underage pupils in Detroit in almost all grades in 1962 than there were in 1939.

6. There were lower percentages of overage pupils in Detroit in all grades in 1962 than there were in 1939.

7. The peak of overageness was in grade 5 in 1962; the peak of overageness was in grade 9 in 1939.

8. The percentages of normalage pupils in all grades were higher in 1962 than in 1939.

9. In 1962 the percentages of pupils who were under-, normal-, and overage were 5, 76, and 19 respectively; corresponding figures for 1939 were 9, 63, and 28.

10. The percentage of pupils enrolled in the high school grades in 1962 was slightly lower than it was in 1939 (20 percent in 1962, 21 percent in 1939).

11. In the five age-grade studies conducted since 1920 there has been a constant trend toward greater percentages of normalage pupils, with a concomitant trend toward smaller percentages of underage and overage pupils.

B. Interpretations

1. The fact that the difference of 1 in the percentages of underage pupils in Chicago and Detroit originates in grade 1 and remains almost constant for the first 9 grades, suggests that pupils may be enrolled in grade 1 at a lower age in Chicago than in Detroit.

2. The higher percentages of underage pupils in Chicago in grades 11 and 12 suggests three other possibilities:

   a. That pupils in Chicago have more opportunities to become underage through acceleration in grade progress

   b. That Chicago receives more underage pupils through transfer

   c. That the dropout rate of overage and normalage pupils in grades 11 and 12 is greater in Chicago than in Detroit.

3. The promotional policies of Detroit and Chicago schools in the elementary grades, as reflected by age-grade data from the two cities, seem to be quite similar.

4. The fact that lower percentages of overage pupils are found in the high school grades in Chicago and the fact that there is a smaller percentage of the total school enrollment in the high school grades in Chicago suggest the possibility that greater percentages of overage pupils drop out or transfer out of the Chicago high schools than out of Detroit high schools. These facts might also be the result of differences in the rates of population growth in Chicago and Detroit.

5. The trend during the past 40 years in Detroit, as reflected in age-grade data collected at various times times, is toward more homogeneity in age within each grade and within each school level. In all probability, this trend is due to a gradual shift in promotional policies from one based on fairly rigid academic standards toward one based on age and social maturation.

C. Considerations

Refer to the considerations in the Review of Report Number 2.

IV. Review of Report Number 4--Age-Status of Boys and of Girls, 1939 and 1962

A. Summary

1. More boys than girls, and greater percentages of boys than of girls were overage in 1939 than in 1962.

2. Fewer boys than girls and smaller percentages of boys than of girls were underage or normalage in 1939 than in 1962.

3. The percentages of underage girls increased at a faster rate than the percentages of underage boys in grades 4B-6A.

4. The greatest difference in the percentages of overage girls and of overage boys (14 percent more boys) was found in grade 5A.

5. The difference in the percentage of overage boys and the percentage of overage girls was 9 percent in the elementary grades, 11 percent in the junior high grades, and 13 percent in the senior high grades.

6. The ratio of boys to girls was 1.001 for all grades, but it was 1.025 at the elementary school level, .983 at the junior high level, and .958 at the senior high level. At each level and for all pupils, the ratio of boys to girls was much higher in the smaller "A" half grades than in the larger "B" half grades.

7. The mean ages of boys in all half grades were higher than those of girls. The differences range from .02 to .30 years. In most grades the differences between the mean ages of boys and of girls were greater in the smaller "A" half grades than in the larger "B" half grades.

8. Seven percent of the boys and 11 percent of the girls in all grades were underage in 1939, compared with 4 and 7 percents in 1962.

9. Thirty-four percent of the boys and 22 percent of the girls were overage in 1939 as compared with 24 and 15 percents in 1962.

10. Twenty-three percent of the total enrollment of girls and 21 percent of the total enrollment of boys in 1939 were in grades 10-12 as compared with 20 and 19 percents in 1962.

B. Interpretations

1. The greater percentages of underage and of normalage girls may be caused by any one or a combination of several or all of the following factors:

   a. Faster rate of maturation of girls than of boys

   b. Higher verbal ability of girls than of boys

   c. The fact that the type of behavior required in school is more closely allied to the type of behavior acceptable by social mores for girls than for boys

   d. Preponderance of women teachers in the elementary grades.

2. Nonpromotion, or retardation in grade progress, is probably a major factor in causing a higher than average ratio of boys to girls in the first five grades.

3. Comparisons of data from 1939 with those from 1962 seem to indicate that the total school program favors girls less in relation to boys in 1962 than it did in 1939.

C. Considerations

1. Study the educational program in each school, in each administrative district, and in the city as a whole with the aim of adjusting the program to meet the needs, interests, and natures of boys as well as those of girls.

2. Apply more concerted effort to prevent dropouts in high school.

Principal's List of Pupils Who Are Two or More Years Overage
September, 1963

_____ School _____ Principal

Please list the names, birth dates, and present grades of all pupils born on or before the dates listed opposite their September grade classifications in the scale at the left.

Scale to Identify Pupils Who Are Two or More Years Overage

Grade	Birth Date
1B	11-30-55
1A	5-31-55
2B	11-30-54
2A	5-31-54
3B	11-30-53
3A	5-31-53
4B	11-30-52
4A	5-31-52
5B	11-30-51
5A	5-31-51
6B	11-30-50
6A	5-31-50
7B	11-30-49
7A	5-31-49
8B	11-30-48
8A	5-31-48
9B	11-30-47
9A	5-31-47
10B	11-30-46
10A	5-31-46
11B	11-30-45
11A	5-31-45
12B	11-30-44
12A	5-31-44

Names of Pupils Who Are Two or More Years Overage

	Name of Pupil Last	First	Present Grade	Birth Date Mo.	Da.	Yr.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

Reports of case studies made of pupils who are two or more years overage will be requested in June.

Detroit
Public
Schools

Overage Pupil, Case Study Guide _____ 196__

_____ School _____ Teacher

1. Pupil's Name: _____, Sex:___, Birth Date:_____, Grade:___ Sept.
2. Aptitude Test Scores and Grade Placement When Tested: Grade:___ June
   Detroit Test L.R._____ Grade_____; CTMM Total L.R._____ Grade_____
   DAT NA + VA Percentile_____ Grade_____; Other (specify)_____ Grade_____
3. Achievement Test Scores--ITBS Grade Equivalent Scores:
   V.____, R.____, L. Tot.____, W. Tot.____, A. Tot.____, Composite____, Grade____
   V.____, R.____, L. Tot.____, W. Tot.____, A. Tot.____, Composite____, Grade____
4. Entered Detroit Public Schools on _____, ___, 19__. Grade of original entry____
5. Transferred to Detroit Public Schools from _____ school system.
6. Number of different home addresses on school records as of September _____
7. Attendance Record:

Number of separate absences	Total days absent	Number of times tardy
Last year_____	Last year_____	Last year_____
This year_____	This year_____	This year_____

8. Grades failed as of Sept. _____, _____, _____, _____, _____, _____, _____, ____
9. Living with (Sept.) _____. Pupil is no. ____ among ____ siblings (Sept.)
10. Comments on home conditions, attitude of parents, sibling relationships, etc. (Keep running, dated account as information is obtained or changed.)

11. Evidences of emotional or behavioral problems in school or outside school.

12. In what school subjects or activities does he show interest and effort?
    Past years
    This year

13. In what school subjects or activities is he having trouble or showing lack of interest and effort?
    Past years
    This year

14. What other factors about this pupil may help to account for his overageness?

15. What steps are being taken to help this pupil adjust to the school's program or to improve his age-grade status?

16. What evidences are there that this pupil is best adjusted in his present grade?

A case study should be made of each pupil who is two or more years overage. Entries for items 10-16 may be made on the back of this form or on additional sheets. <u>All entries should be dated</u>.

Principal's Report on Case Studies Made of Overage Pupils, 1963-64

_____ Principal _____ School

School Code Number _____ (1- 4)

1. Number of pupils who are one or more years overage in grades 1-3 _____ (5- 6)

2. Number of pupils who are two or more years overage in all grades _____ (7- 8)

3. Number of case studies made _____ (9-10)

Directions: Tally and count in Table I all the possible causes of the overageness of each pupil studies. Tally and count in Table II all the actions taken to effect each pupil's better adjustment. Since causes of overageness are usually multiple and no single action can lead to the best adjustment of a child, there will be more tally marks made than there were case studies reported.

Table I

	Possible Causes of Overageness	Tally	No.
1.	Low scholastic aptitude		(11-12)
2.	Overage at time of original entry into Detroit Schools		(13-14)
3.	Inadequate preparation at time of original entry		(15-16)
4.	Physical defects, illness, or accident		(17-18)
5.	Cultural deprivation		(19-20)
6.	Home conditions		(21-22)
7.	Foreign language background		(23-24)
8.	Many school transfers		(25-26)
9.	Emotional disturbances		(27-28)
10.	Absenteeism		(29-30)
11.	Low reading achievement		(31-32)
12.	Slow rate of learning (exclude low aptitude)		(33-34)
13.	Rigid promotional policy in other schools attended		(35-36)
14.	Low motivation toward school work		(37-38)
15.	Other (specify)		

School Code Number _____

Table II

	Action Taken to Improve Adjustment in School	Tally	No.	
1.	Placed pupil in opportunity room or remedial class			(39-40)
2.	Placed pupil in trade school			(41-42)
3.	Placed pupil in another school (not trade or special class)			(43-44)
4.	Placed pupil with another teacher at the same grade level			(45-46)
5.	Psychological clinic recommended placement of pupil in a special class			(47-48)
6.	Held conference(s) with pupil			(49-50)
7.	Held conference(s) with parents or parents surrogate			(51-52)
8.	Held staff conference(s) to discuss the pupil's problems			(53-54)
9.	Referred pupil to visiting teacher			(55-56)
10.	Sought help of community agencies			(57-58)
11.	Recommended physical examination			(59-60)
12.	Recommended psychological examination			(61-62)
13.	Recommended summer school attendance			(63-64)
14.	Recommended or obtained tutorial help outside of school			(65-66)
15.	Gave remedial help to pupil outside of remedial classes			(67-68)
16.	Gave extra help and encouragement to pupil			(69-70)
17.	Double promoted pupil			(71-72)
18.	"Suspended" pupil			(73-74)
19.	None; the pupil is well adjusted in his present grade placement and performing within his capabilities			(75-76)
20.	None; there are too many factors outside the school's control			(77-78)
21.	Other (specify)			

Principals, please send this report to your District Administrator on or before June 10.

District Administrators, please forward this form to the Research Department.